

6 month reporting date 12/02/04
12 month reporting date 9/02/05 received 9/02/05
Closed 9/06/05

Canistota School District Improvement Plan/Progress Report

Principle 3: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district does not consider the child's individual needs when making the determination of needed evaluation data. In all files reviewed, with the exception of speech/language and early childhood, the monitoring team found that students were given a Behavior Assessment for Children (BASC). The behavior assessment is completed as a precautionary step in the event of long term suspension of the student.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will consider the child's individual needs when making the determination of needed evaluation data.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The child's individual needs will be considered when making the determination of needed evaluation data.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>For each initial evaluation or re-evaluation, the referral team will review existing data on the child, including previous evaluations, parent information, classroom performance and curriculum-based assessments, and observations by teachers and related service providers, as the team determines which evaluations are appropriate for the child.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The SPED staff will review files, report the number of files checked and state the percentage that had completed referral reviews with the prior notice for evaluation.</p>	<p>May 1, 2005</p>	<p>SPED Teachers, Related Service Providers, and Principals.</p>	<p>Met 12/02/04</p>	<p>(Filled in by SEP)</p>
<p>Please explain the data (6 month) - Sixteen students completed re-evaluations since September 2004. 100% of the files show documentation that the referral team reviewed existing data about the child as the team determined which evaluations were appropriate. The (BASC) was only given to students who were considered to have a "behavioral" problem in the classroom. The referral review team included parents, school principal, classroom teacher(s), special education teacher, and speech clinician (when the child receives speech services).</p>				
<p>Please explain the data (12 month) Two</p>				

<p>Principle 3: Appropriate Evaluation</p>

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A written summary of functional information was not consistently included in the evaluation report or present levels of performance, therefore present levels of academic performance, progress in the general curriculum, development of annual goals and short term instructional objectives did not link to evaluation.</p> <p>Through the review of twelve student records, the monitoring team found the district staff gathers data from classroom teachers and completes diagnostic assessments to use as functional information in the evaluation process. During interviews, special education staff reported a lack of understanding concerning reporting functional assessments.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will include a written summary of functional information in the evaluation report and use this information to develop the IEP.</p> <p>The district will ensure that after functional assessments are completed, a written summary of the functional information will be in the evaluation report and this information will be used to develop the IEP.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will ensure that a functional assessment is completed in every area of suspected disability. A written summary of the functional information will be written in the evaluation report and this information will be used to develop the IEP.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>For each evaluation, the special education staff will conduct functional assessments in all areas of suspected disability within the 25-day time frame and summarize the functional data in the evaluation summary. Data from the functional assessments will be incorporated in the student's present levels of performance 100% of the time. The data will be used to write goals and objectives.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The SPED staff will report to SEP the number of files checked and state the percentage of completed multidisciplinary evaluations, which included functional assessments. The SPED staff will also report the percentage of files, which contain functional assessment data in the present levels of performance.</p>	<p>May 1, 2005</p>	<p>SPED Teachers, Related Service Providers, and Principals.</p>	<p>Met 12/02/04</p>	<p>(Filled in by SEP)</p>
<p>Please explain the data (6 month) - Sixteen of Sixteen, or 100%, of the completed multidisciplinary evaluation included functional assessments. Data from the functional assessments was included in the present levels of performance in each case. Data from the functional assessments allowed Special Education Staff to appropriately write goals and objectives for individual students. Special Education staff uses the Brigance for completing the functional assessments in which descriptive written summaries are completed.</p>				
<p>Please explain the data (12 month)</p>				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Transition evaluations were not administered prior to age 16 to assist in developing transition services and activities.

Through the review of five student files and staff interviews, the monitoring team noted transition evaluations were not administered prior to age 16 to assist in developing transition services and activities.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will administer transition evaluations prior to age 16 to assist with developing transition services and activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will administer transition evaluations on students prior to age 16.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is
met

12 month progress
Record date
objective is
met

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<p>1. What will the district do to improve?</p> <p>The district will conduct transition evaluations on students prior to age 16.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The High School SPED staff will review files of students who are close to their 16th birthday, report the number of files checked and state the percentage that had completed transition evaluations prior to their 16th birthday.</p>	<p>May 1, 2005</p>	<p>High School SPED teacher and Principal.</p>	<p>Met 12/02/04</p>	<p>(Filled in by SEP)</p>
<p>Please explain the data (6 month) - High School Special Education Staff has administered transition goals and present levels of performance, and thoroughly completed the transition page in each appropriate IEP. 100% of the five student files prior to the age of 16 included transition evaluations.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 3: Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A student listed on the child count as hearing impaired must be reevaluated to determine eligibility under Part B of the Individuals with Disabilities Education Act.</p> <p>The monitoring team noted that one student was not evaluated when moving from the Part C (early intervention) to Part B (special education) of IDEA. The student was determined eligible and placed on the count as hearing impaired but there was no comprehensive evaluation to support the disability category. The student has since gone through a comprehensive evaluation and didn't meet eligibility criteria and was dismissed and is no longer on the child count.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will determine eligibility based on a comprehensive evaluation.</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When a student is moving from Part C to Part B of IDEA, a comprehensive evaluation will be completed to see if the child is eligible for special education and/or related services. The district will ensure that every child placed on an IEP meets the eligibility criteria for the category in which they are placed.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>When an initial or re-evaluation is completed, the district will make sure that the student meets eligibility criteria for the category in which the child has a disability. The district will use the handbook that lists the criteria for each disability category.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The SPED staff will review files in which an evaluation or a re-evaluation has been completed since the onsite review. They will report the number of files checked and state the percentage that had the student meeting the criteria for the disability category in which the child was placed.</p>	<p>May 1, 2005</p>	<p>SPED Teachers, related service providers, and Principals.</p>	<p>On going please report progress and number of files checked in 12 month reporting period</p>	<p>(Filled in by SEP)</p>

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Please explain the data (6 month)- When a student is moving from Part C to Part B of IDEA, a comprehensive evaluation will be completed to see if the child is eligible for special education and/or related services. The multidisciplinary team will ensure that every child placed on an IEP meets the eligibility criteria for the category in which they are placed.

Please explain the data (12 month) One student out of one received a hearing evaluation. This student did not qualify and is therefore not receiving any services.

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Life planning outcomes were statements of current activities rather than based on the student's future.

The files reviewed included life planning outcomes, however, they were statements of current activities rather than based on the student's future.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will develop employment and living life planning outcomes based on a student's future.

Transition services and activities need to be utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. The student outcome statements need to focus on what the student "wants to achieve."

Example of Outcome Oriented Process: Employment: Family farm/Living "lives at home on their farm with his parents... and Employment: Daycare/Living Independent

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>The District will continue to complete transition evaluations for all students of transition age. There will be a transition folder in their file with each year of transition summarized in their file. When planning life outcomes for students in their IEP, the students outcome will be focused towards the future rather than what the students want to achieve at this present time.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The SPED staff will review the transition pages and goals and an objectives in the IEP's to make sure the information is valid and measurable. The SPED staff will report the files checked to the SEP.</p>	May 1, 2005	High School SPED Teacher and Principal	Met 12/02/04	(Filled in by SEP)
Please explain the data (6 month) - High School Special Education staff will write transitional goals focused towards "future" goals, rather than "present" goals. The goals will be included in each student's transition page, and in their present levels of performance.				
Please explain the data (12 month)				

Principle 6: Least Restrictive Environment

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) All regular education staff do not implement the necessary modifications and accommodations found in a student IEP's. Students are removed from the classroom 500 to 900 minutes a week. Students are failing regular education classes due to lack of implementation of modifications and accommodations by some regular education staff. Special education teachers are teaching replacement content area classes and students are spending a significant amount of time removed from age appropriate peers.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. District staff will implement necessary modifications and accommodations as developed in the IEP.</p> <p>An In-Service was held on March 15, 2004 at the Canistota School on the topic of making modifications in the regular classroom. Regular classroom teachers were given many handouts and examples of how to make accommodations in the regular classroom.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Regular Education staff will make modifications and accommodations so that special education students can be mainstreamed back into the regular classroom and be included more with their age appropriate peers.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>Regular education teachers will make modifications to curriculum and ways of presenting material to ensure that children with disabilities can be mainstreamed into the regular classroom and be successful.</p> <p>What data will be given to SEP to verify this objective?</p> <p>Information from the in-service will be given to the SEP so they know what information was presented.</p>	<p>May 1, 2005</p>	<p>Regular Education Staff, SPED Staff, and Principals.</p>	<p>Met 12/02/04</p>	<p>(Filled in by SEP)</p>
<p>Please explain the data (6 month) - Students receiving services in the Resource Room that did not qualify in a particular area to receive those services, are being integrated back into the regular education classroom to receive instruction. Students are receiving instruction in the Resource Room only in the area(s) which they qualify.</p>				
<p>Please explain the data (12 month)</p>				

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<p>2. What will the district do to improve?</p> <p>Regular education staff will be responsible for showing the Special Education Teachers and Principals what modifications they are making to include students in the regular classroom. Special Education Staff will be responsible for helping the regular educators come up with ideas for modifications and how to carry them out.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The SPED staff will give copies of modifications and accommodations pages from the IEP's to SEP to show what modifications and accommodations are being done. The SPED staff will review files, report the number of files checked and state the percentage that had a decrease in the number of minutes in the Resource Room.</p>	<p>May 1, 2005</p>	<p>Regular Education Staff, SPED Staff, and Principals.</p>	<p>Met 12/02/04</p>	
<p>Please explain the data (6 month)- Copies of modifications are given by Special Education Staff to Regular Education teachers for each student that is on an IEP in their classroom. In addition, Special Education Staff document which modifications were used to complete a test given by the Regular Education Teacher.</p>				
<p>Please explain the data (12 month)</p>				